

Personal and Social Education (PSE) and Relationships and Sexuality (RSE) Policy

(Last revised May 2023)

With reference to:

- Welsh Government Personal and Social Education framework for 7 to 19 year olds in Wales. Department for Children, Education, Lifelong Learning and Skills
- The Independent School Standards (Wales) Regulations 2003
- Keeping Learners Safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002
- Relationships and Sexuality Education (RSE) Statutory Guidance and Code consultation Document May 2021
- Personal and Social education framework for 7 to 19 year olds in Wales

General Introduction, the vision

All young people should have the right to access information that keeps them safe from harm. This includes learning about healthy relationships, keeping safe including online, and being confident to raise issues with responsible adults. Parents have a central role to play and there is also a crucial role for schools - especially in a world where there is so much misinformation and harmful materials online. PSE and RSE play a central role in supporting learners' rights to enjoy fulfilling, healthy and safe relationships throughout their lives. Through the PSE and RSE provided at Cardiff Steiner School our children will gradually build knowledge, skills and values as they develop through The School. The policy will help the children at our school to recognise, understand and speak out about all forms of discrimination, violence, abuse and neglect and to seek support and advice on a range of issues from trusted sources.

The world around us is evolving rapidly and significantly. As a society we are becoming ever more aware of:

- changing family structures and relationships
- shifting social, cultural and religious norms in relation to sex, gender and sexuality
- advances in technology including the rising influence of social media and increased use of digital communications and devices,
- changing laws and rights around relationships, sex, gender and sexuality.

In this context, PSE and RSE are an important support in enabling learners to navigate these changes.

PSE is an integral part of the Steiner Curriculum and is fully integrated into the general approach to the education and across many subjects.

Personal well-being and safety is brought by example to the young child and little by little this is introduced more consciously as the pupils grow older. Social and Health education is intrinsic in the whole approach to pupils, pastoral care and behaviour expectations and

management through restorative practices. Pupils learn by experience then by practice. This is furthered through the Science programme, with Main Lessons such as Health and Nutrition, Human Biology, Embryology.

RSE plays a central role in supporting learner's rights to enjoy fulfilling, healthy and safe relationships throughout their lives. Our programme should support learners to develop the knowledge, skills and values to understand how relationships and sexuality shape their own lives and the lives of others.

The programme will be delivered in prearranged sessions. The programme will be taught by either the Class Teacher (Lower School), Guardian Teacher (Upper School) or others with particular expertise including visiting specialist PSE/RSE teachers, and other external providers nurses, midwives, sexual health workers, youth workers etc. and / or agencies such as School Beat Cymru , Sexpression, NSPCC (with a teacher present).

Delivery of PSE and RSE will take into account the developing constellations and maturity of the children in the combined age classes, and will be developmentally appropriate for all learners. It will take account of the learner's age, knowledge, maturity and any additional learning needs. It will be developmentally appropriate for each learner. This is essential to ensuring learners are kept safe from information which they are not sufficiently mature to process.

The law requires RSE to be objective, critical and pluralistic in its content and manner of teaching. (P8 guidance consultation document).

The School is required to comply with relevant requirements of the Equality Act 2010.

The approach the School takes as a Restorative School with its inherent emphasis on building relationship requires an intention to create an environment of open communication and growing sensitivity to the feelings and emotions of others. This approach informs and leads by example how the pupils understand themselves, each other, their community and society

Aims and Outcomes

- To encourage pupils to respectfully consider the needs, opinions and rights of others
- To stimulate a growing awareness of moral values, enabling pupils to accept full responsibility for their own actions
- To enable pupils to reach their full potential, and on leaving the School be able to make informed, realistic and responsible decisions, by providing them with the guidance, advice and information necessary
- To support children to express their feelings and ideas
- Through a rights and equity based curriculum, help ensure that all learners can develop an understanding of how people's faith, beliefs, human rights and cultures are related to all aspects of PSE and RSE and how these rights can contribute to the freedom, dignity, well-being and safety of all people;
- Exist within our wider school context to support family commitment and love, affection and respect, knowledge and openness. Family should be seen as a broad concept; not just one model. It includes an acceptance of different approaches and relationships between lesbian, gay and bisexual people and relationships of and with transgender people;

- Generate an atmosphere where questions and discussion on sex or sexuality matters can take place without stigma or embarrassment;
- Be discussed in the context of the Rights protected by the United Nations Convention on the Rights of the Child
- Equip and empower learners and their families to seek support on issues relating to PSE and RSE and to advocate for self and others;
- Recognise that the wider community has much to offer and we aim to work in partnership with other professionals and agencies;

Definitions

It is important to understand the below expanded definitions which will be integral to PSE and RSE at Cardiff Steiner School:

• Consent

Consent is when one person agrees for another person to do something that affects them. It is important for people to ask for consent before they do something that affects another person. It is also important for a person's decision to be respected – if they say 'no' to something, then the other person should not go ahead with their action. Consent should be freely given and not be subject to undue pressure (whether inducement or a threat) and be fully informed (ie, that a person in deciding to give or withhold consent is fully aware of what they are being asked to consent to). A person should also be able to change their mind.

• Relationships

These can be interpersonal and intrapersonal. Interpersonal relationships refers to the connections and interactions between two or more people. Intrapersonal relationships refers to the relationship that one has with oneself. Both types are inextricably linked, shifting and changing over time. They can be familial, spiritual, romantic, platonic and sexual.

• Sexuality

A central aspect of being human and encompasses sexual orientation, gender identities and roles, sex, reproduction and intimacy. Sexuality is experienced and expressed through thoughts, beliefs, behaviours and relationships.

• LGBTQ+

Refers to lesbian, gay, bisexual, transgender, questioning and "plus," which represents other sexual identities including non-binary, pansexual, asexual and omnisexual.

• Gender

Often used to refer to whether someone identifies as female, male or non-binary. Gender often refers to the socially and culturally perceived norms and differences between men, women and non-binary people. People often find an important sense of identity in these, but they can also perpetuate and enforce inequalities and harms through stereotypes.

• Diversity

An understanding that each individual is unique and recognising our individual differences. These can relate to race, religious beliefs, ethnicity, gender, sexual orientation, socio-economic status, age, or physical abilities

- **Sex**

Assigned to a person based on primary sex characteristics (genitalia) and reproductive functions. Some people's gender identity does not match up with the sex they were assigned at birth. Sometimes the terms 'sex' and 'gender' are used interchangeably to refer to whether someone is female, male or non-binary.

- **Gender-based violence**

Violence, threats of violence or harassment arising directly or indirectly from values, beliefs or customs relating to gender or sexual orientation.

- **Violence against Women Domestic Abuse and Sexual Violence (VAWDASV)**

Violence against women, domestic abuse and sexual violence touches many lives. This has particularly serious implications for children and young people, as victims themselves, in households where domestic abuse plays a part. It can impact on their safety, mental and physical health and general wellbeing. It affects family and peer relationships, and potential to enjoy healthy, happy, respectful relationships in the future; and it can impact on current and future educational attainment. Victims are not just those at who this behaviour is directed. It includes those (such as children) who witness this type of behaviour being carried out by a perpetrator on someone else (such as by a parent on a parent).

Management and Organisation

PSE and RSE are co-ordinated by the Safeguarding Wellbeing and ALN Team (SWAT) with the educational co-ordinators in the three areas of the school.

The teaching of PSE and RSE will broadly follow the RSE Code which contains three '**Strands**'. Some of the content will be taught through The School's immersion weeks programme, but content will be embedded within the whole curriculum and the ethos of the school.

Immersion weeks will take place twice a year, after the Autumn half term and after the summer half term. These will be two weeks in length and all staff and pupils will be actively engaged in the programmes. A two day learning rhythm in topics will allow time to recall, reflect and deepen knowledge and secure learning retention. These learning fortnights are designed to engage deeply in topics, ensure coverage of important areas of learning, encourage connection across the school through shared intent and be creative, stimulating and engaging. The curriculum and learning will be created collaboratively between teachers and learning support staff. Teachers will be supported to deliver content to their strengths and interests across age groups.

Content

"**Strands**" will be delivered in broad phases appropriate to Kindergarten, Lower School (Classes 1 to 6) and Middle and Upper School (from age 12). The "Strands" will build on prior knowledge deepening understanding of complex issues over time.

Teachers will receive specialist training on matters within the PSE RSE curriculum, where appropriate.

The table below sets out the broad picture of delivery of **Strand 1**

Strand 1 - Developing and expressing identity and forming relationships

This strand focuses on:

- the range of relationships that human beings have throughout their lives
- how identity can be shaped by our relationships and sexuality
- the importance of human rights in securing healthy, safe and fulfilling relationships in an inclusive society.

Kindergarten	Lower School	Middle and Upper School
The learning supports:	The learning supports:	The learning supports:
Ability to act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships	Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.	Understanding the positive and negative characteristics and healthy or unhealthy aspects of a range of relationships including family, friendship, romantic and sexual. Ability to develop and understand the importance of equity, mutual respect, and affection in relationships with others
An awareness of how to communicate wants and needs in relationships and begin to respect those of others. Awareness of how needs relate to rights.	How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others' rights and part of friendships and relationships.	Understanding and use of effective communication, decision making, managing and resolving conflict, and refusal skills in a range of different contexts and types of relationships, offline and online, including intimate relationships. Understanding how to speak out about harmful behaviours directed at them or others
Awareness of the diversity of families and relationships, including friendship and peer relationships, and why these are important.	Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these. Understanding positive behaviours in relationships and what can happen when relationships breakdown. An awareness of how families, relationships and parenting are shaped by social and cultural norms and laws that have changed over time	Understanding how the diversity of relationships including marriage, and all types of civil partnership, has changed over time, and how relationships are positively and negatively impacted by social and cultural norms and laws in different ways around the world
Developing a sense of themselves, in the context of families, friends and communities. Recognising how people value different things and have different families, friends and communities.	Recognising how people's relationships with others shape who they are and their happiness. An awareness of how identity can be expressed in different ways.	Understanding how rights need to be balanced in a diverse society; the characteristics, benefits and challenges of living in a diverse society; and how and why attitudes have changed and are changing including towards gender and sexuality diversity.
Experiencing inclusive behaviours, language and role	Valuing and recognising the contributions of everyone; and	An ability to advocate for and advance the rights of all and

modelling that show respect for others, whatever their gender	the importance of sex and gender equality.	understand and respect all people in relation to sex, gender and sexuality.
Recognising learners' rights to be treated fairly, kindly and with respect	Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour. An awareness of how positive and negative social and cultural norms regarding sex, gender and sexuality influence relationships and behaviours	Understanding how the law and human rights secure freedoms around sex, gender and sexuality and how these can differ in other countries and over time. Ability to critically explore and understand how a range of social, cultural and religious norms and influences about relationships, sex, gender and sexuality can shape perceptions and our wellbeing and can be both positive and harmful.

Strand 2 – Understanding sexual health and well-being

This strand focuses on:

- learning about how living things grow, reproduce and have a life cycle
- developing an understanding of the human body, including people's feelings about their bodies and how these can be represented
- the health issues related to relationships and sexuality
- an understanding of how sexuality and sexual health affects our wellbeing

Kindergarten	Lower School	Middle and Upper School
The learning supports: The use of accurate terminology for all body parts. An awareness of the human life cycle and that reproduction is a part of life.	The learning supports: Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what supports menstrual health and well-being. Recognising Understanding how fertility, sexual function and menstrual health and well-being can change across the life course and how to find information and support when needed. The knowledge and understanding of how hormones continue to affect emotional and physical health 7 the process of pregnancy and birth.	The learning supports: Understanding how fertility, sexual function and menstrual health and well-being can change across the life course and how to find information and support when needed. The knowledge and understanding of how hormones continue to affect emotional and physical health 7 the process of pregnancy and birth. throughout adulthood. Understanding how contraception can assist with reproductive choices, including awareness of abortion.
Awareness of how human bodies change as they grow.	The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty.	Understanding of good sexual and reproductive health, including the range of risks and outcomes from sexual experiences and the

		knowledge needed to support informed decisions about sexual activity and about reproductive choices
An awareness of the importance of personal self-care and hygiene.	The knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being.	The knowledge and understanding of the causes, symptoms and impact of conditions connected to sexual and reproductive health and to fertility, including sexually transmitted infections, HIV and reproductive cancers. Understanding and skills needed to minimise risks and seek help.
A recognition that everyone's body is unique and special to them.	An awareness that there are many different sources of information offline and online that help us learn about our bodies and affect how we feel about our body and other people's bodies	Critically engaging with positive and negative representations of a diversity of bodies, including through various forms of media and understanding that these can be unrealistic and harmful.
Awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own	Awareness of how people can feel attracted to others as they mature and how this can lead to emotional and physical responses.	Understanding how all are entitled to safe and pleasurable relationships and recognising the role consensual sexual activity plays within healthy relationships. Understanding the legal age of consent.
Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe.	Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults.	Recognise and be able to use a range of support services to access information and support around relationships, health and well-being and safety.

Strand 3 – Empowerment, safety and respect

This strand contains the area of 'consent' within Phase 3 where pre-requisite knowledge from Phase 1 and 2 is needed.

This strand focuses on:

- learners' rights to safety and protection and freedom from harm and discrimination
- how and where to seek information, help and support
- how to support and advocate for the rights, fair treatment and respect of all

Kindergarten	Lower School	Middle and Upper School
The learning supports:	The learning supports:	The learning supports:
Recognising harmful behaviour including behaviours which are discriminatory and the right to be free from discrimination.	Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions	Understanding the importance of inclusivity, including for LGBTQ+ people, non-discrimination and the value of

<p>Ability to interact with others in a way that is fair.</p>	<p>offline and online. Recognising the value of nondiscriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.</p>	<p>diversity in our interpersonal behaviours and relationships. Developing a sense of individual and social responsibility to others, including consideration of how we respond to behaviours that are discriminatory, disrespectful and harmful, offline and online.</p>
<p>Recognising the right to be free from harmful, abusive and bullying behaviour. An awareness of how to recognise positive and harmful behaviours, including bullying. Ability to share with a trusted adult when faced with harmful behaviours.</p>	<p>Understanding of the right for everyone to be free from harm or abuse. An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including and peer on peer harassment and bullying and the role technology can play. How to seek support for oneself and offer support to others. How to be a good friend and advocate for others.</p>	<p>Recognising harmful, abusive or coercive behaviour in personal relationships including control, violence and sexual violence and how to respond and seek help for self and others. This includes all forms of violence based on sex, gender and sexuality</p>
<p>Beginning to recognise that other people have thoughts, feelings and opinions that are different. An awareness of the need to seek agreement in order to share, for example toys. An awareness of everyone's right to privacy, personal boundaries and which parts of the body are private. Understanding how behaviours may be perceived by others offline and online. Recognising which steps to take to keep safe from harm both in offline and online friendships. Understanding the social and emotional. Understanding of the importance of consent for safe and healthy relationships. Understanding of how consent can be communicated in different social contexts and relationships, including online. A critical understanding of how to communicate if someone is touching them in a way that makes them feel uncomfortable</p>	<p>Understanding of the right to bodily privacy, personal boundaries including online. Understanding how behaviours may be perceived by others offline and online. Recognising which steps to take to keep safe from harm both in offline and online friendships. Understanding the social and emotional norms and pressures that lead to non-consensual behaviours, friendships and relationships, for example, gender norms. Developing the skills to build consensual behaviours and relationships and know how to safely respond, challenge and report non-consensual behaviours and relationships offline and online.</p>	<p>Understanding of the importance of consent for safe and healthy relationships and in particular sexual relationships. Understanding of how consent can be communicated in different social contexts and relationships, including online. A critical understanding of how consent is impacted by perception and social context and the factors that influence and impair people's ability to engage in consensual behaviour, for example, substances, violence, coercion and relationship norms.</p>
<p>Awareness of how to keep safe when using digital media, including sharing with a</p>	<p>Know how and when digital media can be shared safely, with permission and when it can be a source of harm.</p>	<p>Understand the ethical and legal issues relating to the consensual and nonconsensual sharing of selfgenerated</p>

<p>trusted adult when they feel uncomfortable or scared.</p>	<p>Awareness of the benefits and dangers of the internet and social media in forming friendships online. Exploring the motives behind fabricated and digitally-altered media. An understanding of the need to keep safe online, an ability to take steps to protect themselves and an ability to share with trusted adults where something is seen that shouldn't have been or is upsetting or uncomfortable.</p>	<p>imagery, and rights to safety, support wellbeing and protection. Understanding the impacts associated with sexual material and intimacy online, including the ethical and legal implications. An awareness of how sexual material and media often represents gender, sexual activity, bodily appearance and relationships in unrealistic and harmful ways</p>
<p>An awareness that everyone has the right to be safe and no one is allowed to harm anyone else. Ability to speak up for each other.</p>	<p>Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment.</p>	<p>An understanding of laws around RSE issues that are in place to protect us from all forms of discrimination, violence, abuse, neglect and harassment, and that laws are intended to protect not criminalise young people. An understanding of how to advocate for safe environments and the rights and understanding of everyone on a range of RSE issues. Appreciate the importance of safely speaking out against sex and gender based and sexual violence.</p>

Considerations within the wider curriculum

PSE in Kindergarten (age 3 to 6)

Personal and Social Development, Well-Being and Cultural Diversity are at the heart of the Steiner Waldorf approach to Early Years, and children's skills are developed across all areas of learning through participating in experiential learning activities indoors and outdoors.

The family atmosphere, mixed age group and small class size (of just 16) give a deep sense of warmth and security where confidence and social skills thrive. Children learn to play together, to work together and look after one another – developing empathy, co-operation, and self-reliance – vital building blocks for life success of all kinds. Through this children learn about themselves, their relationships with other children and adults, both within and beyond the family. They are encouraged to develop their self-esteem, their personal beliefs and moral values. They develop an understanding that others have differing needs, abilities, beliefs and views.

The Kindergarten approach offers a rich exposure to cultural diversity. Traditional festivals, songs, rhymes, and stories from Wales and different cultures celebrate children's own and other cultures, support the cultural identity of all children, and help children develop a sense of community and a rich inner life of feeling.

The natural world and outdoor play are a key part of Kindergarten life. The children play outside whatever the weather. Activities reflect the changing seasons, helping children develop an awareness of their environment and a love and appreciation of nature.

Respect for, and involvement in caring for, the Kindergarten environment (tidy up time, food preparation, serving and clearing, 'Cleaning Day') foster positive attitudes for enjoying and caring for their environment.

Underpinning it all, the Teacher is expertly supporting their developmental needs, gently guiding and encouraging them as understanding and enquiry grow – helping the children acquire the social, physical and intellectual foundation for future learning and life.

PSE and RSE in Lower School (age 6 to 12)

The Lower School has a strong emphasis on PSE which is led by the Class Teacher who, ideally, accompanies the children for eight years of their development. The relationships that develop are therefore strong and profound, which allows the teacher to develop age-appropriate dialogue on these issues with the class and individuals or groups within the class. Many of the learning situations arise in real life contexts where discussions, incidents or news can be integrated into the overall educational work of the School.

The Class 1 Teacher works hard on developing habits that will sustain the class for the eight year cycle; care and respect for the classroom, for one's own and other's property, tolerance for differences, appropriate behaviour, hand washing after visiting the toilets, sharing lunch together, etc. The teacher also demonstrates with their own appearance and conduct, the reverence, respect and attention to the other which we wish the pupils to learn. These foundations lay the basis for a year-on-year growth of increasingly conscious and specific dialogues, which are emphasised in the moral and spiritual aspects brought by non-denominational religion lessons.

This work is strongly supported by the Main Lesson format in Steiner Waldorf schools, where a three or four week focus on a subject allows it to be developed in considerable depth. All subjects in the Lower School try to bring the pupils into relationship with the world around them, including the plant, animal and human life that surrounds them and that they are a part of. Any Main Lesson may offer therefore scope for PSE, especially as a proportion of work is done in pairs or groups, which can strongly enhance the social and personal aspects of learning.

Steiner Waldorf schools make extensive use of artistic media as the basis for learning. Drama, movement, narrative, stories, music, modelling, painting and drawing are essential educational tools, and several of these elements will be present on a daily basis in the Main Lesson, whilst some have their own subject lessons. These aspects stress the social and personal learning and lay the basis for the young person to deepen their experience of their peers and the world around them.

A few of examples of Main Lessons are offered here. Firstly, the development of local history and geography from Class 4, looking at how our city has developed; how people live and work together; the jobs they do and how this is related to our local environment. By Class 7, European geography looks at neighbouring countries, extending into world geography in Class 8. There is a progression in considering physical, social, economic and cultural differences that is fertile ground for discussion. Through both history and geography and religion lessons pupils become aware of and embrace the differences in cultures, politics and faith.

The Physiology Main Lesson looks at different systems in the body and is the forum for an extended focus on health and hygiene, care for the body and sexuality and relationships education. Questions of tobacco, alcohol and substance abuse are formally tackled here too.

PSE and RSE in Middle and Upper School (age 12 to 18)

Cardiff Steiner Upper School has at its core the principle of equipping each student with the faculties that will enable him/her to live a fulfilled, responsible, respectful and healthy life. This requires each student to receive an education that supports them in making balanced and considered choices that are informed by moral and social responsibility, good quality information, personal safety, and an appropriate developmental level of self-awareness.

Throughout the Upper School these principles are developed within a wide range of subjects, trips, festivals and other teaching situations in an age appropriate manner. Each class has a Class Guardian and there is a session every week is devoted to any social or other issues that arises from within or outside the class.

Movement and music and drama also have important aspects to bring to our PSE programme, developing increasing social and personal awareness, team work, overcoming frustration with each other's differences etc. All students in Upper School classes participate in at least one drama production in the course of the year

Certain subjects (particularly geography and history) have clear connections with the PSE programme and these are fully explored. Within Main Lesson time is spent, whatever the topic, relating the issue under study to the wider world and discussing the implications of these current affairs for the individual in the choices they are called upon to make. Students debate current political issues. Biology will look at aspects of physical health and wellbeing as well as reproduction and non-medical drug related issues. History will explore concepts such as democracy, while Main Lesson will include looking at environmental and ecological issues in depth and exploring personal attitudes to environmental challenges

Key Principles of Delivery

Guardian Lessons

Each Upper School class will have a weekly Guardian Lesson that will be used for:

- Exploring and working with emergent social issues within the class and health issues. The agenda is formed around the needs arising through tutor discussion, pastoral care and subject teacher meetings, and allow the students to bring, present and debate topics that are important to them in a transparent and democratic manner. These could be issues relating to the physical state of the classroom, social issues (gender, drugs, bullying behaviour etc.) or school issues, such as complexity experienced in a classroom or with a teacher.
- Introduction and exploration of specific topics that are age and stage appropriate for the class. These could be teacher led discussions, case studies, debates, role plays or guest speaker discussions.

Students will know that they can approach their Class Guardian for any reason at any time.

Assemblies

As Upper School grows the School will aim to introduce separate weekly Upper School assemblies. Talks and student presentations can cover a wide range of topics designed to widen students understanding of world and local issues. Moral and ethical issues can be highlighted including issues around cyber bullying, racism, respecting and caring for the individual within the group.

Work Experience and Careers

Upper School will offer high quality and meaningful work experience as part of post-16 education, and careers sessions with their Class Guardian offering personal career advice and advice on higher education and further education opportunities and applications.

Individual Study Support

Class Guardian duties include liaising with parents and supporting pupils with their day-to-day schedules and learning support issues including ways of improving their own learning.

Whole School Ethos

The PSE programme will only make sense if the students see it reflected in the daily life of the school. Students need to understand that the PSE programme is in place in order that everyone in the school community can feel healthy and safe. The PSE programme will therefore work closely with school policies such as

- Child Protection Policy and Procedures
- Anti-Bullying Policy
- Behaviour Policy – the Positive Learning Policy and Procedures
- Peer on Peer Abuse Policy
- A Dress Code - which creates guidelines for appropriate clothing to support the learning environment, that students of all ages to focus on their learning. This includes wet weather gear for the outdoors and sun protection in the younger classes. Clothes should be practical, inoffensive and modest.
- A Food Policy - which bans sweets, sugary drinks and chocolate and seeks to support parents in providing healthy and nutritious food.

Issue date

This policy was originally approved and came into effect from September 2017, and was last revised in May 2023.

Review date

This policy will be reviewed and revised by the School Administrative Manager on an bi-annual basis

Endorsement

Full endorsement to this policy is given by:

Name: Anna Podesta

Position: Chair of College, Cardiff Steiner School

Signed: 

Date: 18 May 2023
